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ABSTRACT

This study examines and compares the personal and professional qualifications of sociology teachers at the high school and junior college levels in the South. Questionnaires administered during the winter of 1970 (376 mailed; 147 of those returned sufficiently complete for use in the survey) generated the following personal information: a majority of high school and junior college instructors are under 40, married, white, and protestant. An analysis of professional background and qualifications indicates that the majority of both levels attended universities in the South and have a weak background in sociology. However, junior college instructors are more likely than high school teachers to hold a graduate degree; to have a major or minor in sociology; to maintain contacts with professional sociology organizations and journals; and to have previous teaching experience at lower levels. Special problems in teaching sociology concern textbooks and teaching materials, student attitudes, inadequate background of teacher, scheduling, and conflict with administration, faculty, or community. There was agreement among respondents that sociology teachers should possess special qualifications, and participate in community affairs. (Author/OPH)

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HIGH SCHOOL AND JUNIOR COLLEGE INSTRUCTORS OF SOCIOLOGY IN THE SOUTH

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INTRODUCTION

Sociology is as old as mankind itself, yet as an academic discipline it is the youngest sibling in the social science field, the first college course in the United States having been offered in 1876 at Yale University by the most famous of the well-known "Sacred Six" of American sociology, William Graham Sumner.[1] For thousands of years men have been interested in many of the problems being investigated by sociologists today. Broad and popular interest in these diverse problems is evidenced by the widespread attention given them today by the mass media.

In its breadth, sociology cuts across and borrows from many disciplines and fields. As the late Howard W. Odum once said, "Sociology consists of the crumbs that fall from the table of the other social sciences."[2] Because of its breadth and youth, sociology is not yet a well defined discipline. For these reasons, many people agree that sociology is one of the most difficult subjects to teach well. Futhermore, it has been said that the liberal arts are the most poorly taught subjects, that the social sciences are the most poorly taught of the liberal arts, and that sociology is the most poorly taught subject of the social sciences. Keeping this accusation in mind, it has been reported that Albert Einstein was once asked: "Why is it that mankind has not made as much progress in the social sciences as in the natural sciences?" Einstein reportedly replied, "Social sciences are harder." Surely everyone will agree that sociology deals with more subjective matters than other disciplines, and that subjective matters are more difficult to deal with than easily quantified information. Herein lies one of the difficulties in teaching sociology and one of the reasons for concern about the qualifications of the instructor of sociology. It is axiomatic to say that the key factor in the teaching of any subject is the instructor.

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PURPOSE

Although various authors have indicated that many secondary and junior college instructors of sociology are inadequately trained, a review of the literature revealed little information on the personal and professional qualifications of those persons now teaching sociology and the need for such information.[3] Therefore, this study was undertaken to examine more closely and in much more detail the qualifications of those persons now teaching sociology on both the high school and junior college levels in the South, the sixteen states of the Southeast and the Southwest.

PROCEDURE

A 50% sample was drawn from the 752 secondary schools and junior colleges identified as likely to offer sociology.[4] Of the 376 questionnaires mailed this winter (1969-70), a response of 49.9% (177 replies) was received, of which 147 were sufficiently complete for use in this survey.[5] Thus, this study is based on the questionnaires returned by 80 high school and 67 junior college instructors. (See Figures 1 and 2.)

FINDINGS AND INTERPRETATION

Personal Information (Table 1)

High school and junior college instructors in the South are predominantly young (66.4% are under 40), married (52.2%), white (85.1%), and Protestant (79.4%). Although secondary teachers are almost equally divided between the two sexes, more than twice as many men as women teach sociology at the junior college level, indicating a universality that as the academic scale is ascended the sex ratio of instructors goes up. Too, the unexpectedly high proportion of junior college instructors who admit no affiliation with any organized religious denomination or who claim to be Unitarian is an indication of social distance between the junior colleges and the communities in which they are located, especially in the "Bible belt." Perhaps this is further indication

of the belief held by many that as the academic ladder is ascended, the distance between the instructor and the local community becomes greater and greater.

College Background (Table 2)

Although the undergraduate degrees held by these instructors were received at various times during the last 50 years, over half of both the high school and junior college instructors have been in college during the last five years. In the majority of these cases (74.5%), all of the colleges and universities attended by these respondents were located in the South. While 19.5% of the junior college instructors had attended a junior college, only 11.4% of the high school teachers had attended such an institution; thus, although junior college instructors are more likely than high school teachers to have attended a junior college, it is still true that "most junior college teachers have never attended a junior college,"[5] and therefore, may not understand their educational objectives.

In regard to the frequent accusation that many sociologists are "frustrated preachers," it was found that approximately 10% of the instructors held a B.D., Th.M, or similar degree. This may give substance to the charge that many sociologists are "reformers" or "activists" and not true scientists.

College Degrees Obtained (Table 3)

Nearly all junior college instructors (89.5%) hold at least a master's degree, but fewer than one-third of the high school teachers have earned such a graduate degree. Only about 13% of all the majors and minors earned by high school teachers were in sociology; but, over 30% of the majors and minors earned by junior college instructors were in this field. Thus, it appears that instructors on both levels have a rather weak background in the discipline, but that junior college instructors are more likely than high school teachers to hold a graduate degree and to have a major and/or minor in sociology, as might be expected.

Educational and Professional Background in Sociology (Table 4)

Upon comparing the educational and professional background of high school and junior college instructors of sociology, it appears that high school teachers themselves are more likely to have had sociology in high school than junior college instructors. However, junior college instructors generally have had more college courses in sociology and are more likely to belong to professional sociological organizations and to read related journals. The expense and time involved by high school teachers in joining the expected local, state, and national educational organizations, as well as the fact that high school teachers are generally less discipline-oriented than college teachers, probably accounts for these differences. Yet, with only about one-eighth and one-half of the high school and junior college instructors, respectively, indicating contact with professional sociological organizations and journals, perhaps there is a need for closer ties between the instructors and the discipline at both levels if they are to be truly professional.

Teaching Experience (Table 5)

Indications are that the total teaching experience of those currently in sociology is quite varied, most of these instructors having had little experience (less than 5 years) in their chosen field. In fact, about two-thirds of the respondents reported they had begun teaching sociology only after several years of teaching in other subject areas. Furthermore, 79.4% of the junior college instructors indicated previous elementary or secondary teaching experience, but 92.2% of the high school teachers indicated all of their teaching experience at this level.

Type of School and Sociology Enrollment (Table 6)

Most of the schools offering sociology are public schools (82.2%), neither very small (under 100) nor very large (over 2,500). Generally, only a small percentage of the student body (under 10%) is enrolled in sociology, due to

problems of scheduling, lack of qualified instructors, etc. Most of the sociology classes on both levels are quite average in size, between 25 and 36 students.

Current Teaching Position (Table 7)

Junior college instructors tend to make slightly higher salaries but teach fewer classes and have fewer students than high school teachers. Also, high school teachers are more likely to sponsor extra-curricular activities than junior college instructors; to be more specific, 71% of the high school teachers but only 42% of the junior college instructors sponsor extra-curricular activities. Relatively few instructors on either level (17.4%) are engaged in sociological research. Although junior college instructors are more likely to be encouraged to do further work in college, less than one-third of the respondents feel any encouragement from the administration to further their education. Such encouragement takes the form of salary increases, leaves with or without pay, reimbursement, bonuses, etc.

Attitudes Toward Current Teaching Position (Table 8)

It appears that at least half of the instructors are satisfied with their current teaching and/or work load, but that many teachers feel over-worked. While most of the instructors are teaching sociology out of personal desire, nearly one-third are teaching simply because they were 'drafted." Nevertheless, only three people admitted that they were doing a "poor" teaching job.

General Reaction to Sociology Offerings (Table 9)

The reaction by the administration, faculty, and students to the sociology courses offered is generally felt to be favorable, although a relatively large number of "neutral" and"unknown" reactions were reported in regard to the community. This feeling may indicate a lack of communication between the school and the community; such reactions are difficult to ascertain.

Special Problems in Teaching Sociology (Table 10)

Textbooks and teaching materials. Of the special problems reported in teaching sociology, nearly one-third concerned textbooks and/or teaching materials, making it the most frequently mentioned problem in the entire survey. This problem, however, may be more apparent than real, for there are a great many good (or at least, acceptable) textbooks and materials on the market today; in fact, there seems to be an "open season" on the writing of introductory books on the college level. Perhaps the publishers' representatives do not "make the rounds" of some of the smaller and more isolated junior colleges and high schools, due to the limited market. On the other hand, there is sometimes a tendency for the teacher to expect the textbook to be "all things to all people," which is obviously impossible. A textbook can serve as a guide, a roadmap, as it were, for both teacher and student; but, it should not be used as a crutch nor should it be expected to do all the work!

According to some respondents, another reason for dissatisfaction relative to the textbook, is the fact that the text was selected by someone else whose frame of reference was somewhat different from that of the current instructor.

A third reason for these problems is that, in some states and schools, sociology is not a recognized "teaching field." It is often "treated like a red-headed stepchild." Neither money nor interest is shown in furnishing current teaching materials or in recruiting teachers competent in securing and using such resources.

The availability of audio-visual and other teaching aids is often a real problem, especially in small and/or semi-isolated schools. The resourceful teacher, however, will soon learn that many of the best materials are free, often available from the state health department, as well as from other public and private agencies.

The textbook, for all concerned, can be of inestimable value in keeping both the instructor and the student oriented, thus avoiding aimless wandering, which is often the case when reliance is laid solely on assorted paperbacks or other substitutes for an accepted textbook.

Student attitudes, maturity, or background. Nearly one-fourth of the respondents mentioned a problem concerning the attitudes, maturity, or background of their students. The beginning teacher often expects students to know as much as he does; even the inexperienced teacher should be able to get on the level with his students and "put the fodder down where the calves can get it!" Teachers have to take students where they are, not where they would like for them to be. There is the perennial temptation to blame the students for their lack of preparation or their unsuitability for the course as the present instructor sees it! But if the students already knew the material, then there would be no need for their taking the course! However, students vary tremendously from the standpoint of background and preparation. In fact, some students come to the class with as much information as others have at the end of the semester. The "open-door policy" of some junior colleges is often one of the underlying causes of the disparity between student preparation and expectations of the instructor.

Lack of student interest in sociology was frequently mentioned by the respondents as a special problem. However, sociology is life itself; therefore, it is more interesting than some of the older and more stereotyped subjects. In fact, the vast majority of society's major problems, as pointed out by our mass media, are basically sociological in nature. Sociology, to a great extent, motivates itself, not necessitating some "far-out" approach by the instructor or his "doing cartwheels" in order to hold the interest of his students. Unfortunately there are some teachers who still feel that any subject that is

interesting must be a "crip," that all "worthwhile" courses must be dry, dull, boring, and uninteresting, thereby indicating jealousy of the interest and motivation inherent in sociology.

Inadequate background of the Teacher. This problem is naturally related to problems concerning the use of teaching materials and student attitudes and interests. A qualified teacher is more likely to be familiar with the content and materials of the discipline and thereby make the subject more interesting and meaningful to the student. With 13.5% of the respondents admitting that they lacked the background to be teaching sociology, it underscores the dire need for summer institutes or other types of in-service training.

Scheduling. Slightly over 10% of the special problems reported concern scheduling. Often sociology is an afterthought in the curriculum, an appendage given to the football coach or some other teacher who happens to have a vacant period at that hour. All too often it is a "catch-all" elective course for both students and teachers. Too, many high school respondents felt that the numerous other required courses limit the number of students free to schedule sociology and also prevent the best individuals from scheduling it, thereby giving the subject a "bad" image. The presence of students of extremely diverse abilities and backgrounds in the same class is a problem on both the secondary and junior college levels. In this regard, some type of homogenous grouping may be within the realm of possibility.

Conflict with administration or faculty. Only 8.1% of the respondents indicated a problem involving conflict with the administration or faculty. Some respondents implied that the key to good morale is good communication and participation -- involving all concerned to the end that they will feel that they are not only part of the problem but also part of the answer!

Testing and/or grading. Although nearly everyone would agree that testing and grading often involve difficult decisions, only 5.4% of the respondents

directly mentioned this problem. There is considerable agreement to the effect that the examination should represent the course and not be an appendage to it. In most courses in sociology this is often difficult to do, since sociology does not deal with what some call "tangibles" -- and the most powerful forces in the world are the intangible forces! Perhaps a variety of approaches to this problem of testing and grading would be considered by the majority of instructors to be the best to use, since the students themselves vary a great deal in interest, capabilities, strengths, and weaknesses. Testing for the sake of testing is just about as fruitful as asking the students to memorize the telephone directory.

Conflict with community. Four per cent of the reported problems concern conflict with the community. All teachers, regardless of the subject taught, but especially in the social sciences, must be aware of community folkways, traditions, mores, and values. "Name calling" by the "far left" of the "far right" -- or vice versa -- does not lead to good community-school relations, understanding, or enlightenment. Too often it is a matter of "the pot calling the kettle black."

Too, being the youngest sibling in the social science field, sociology suffers from all those factors which affect all young siblings, and one of those is recognition, respect, and status. The "image" that is projected to the school and the community involving any course, but especially those that impinge on the lives of those in the school and community, is of paramount importance. Making the course "meaty," rigorous, relevant, thought-provoking, and demanding will go far toward improving its image.

Opinions Concerning the Role of the Sociology Instructor (Table 11)

Special qualifications. Most of the respondents in this survey (86.1%) agree that the sociology teacher should possess special qualifications (of an academic and/or personal nature) not usually looked for in the more traditional

and "objective" courses, such as mathematics and the physical sciences. In commenting on these special qualifications, the respondents made remarks such as the following:

> The sociology teacher should have some awareness of current social problems and an ability to relate them to students without alienating them from working within society.
>
> The sociology teacher must be more objective, tolerant, compassionate, progressive, and willing to listen than other teachers.
>
> He should have a good educational background in as many fields as possible, since sociology uses information from many fields.

Such comments become especially significant when we realize that "we teach what we know whether we are aware of it or not!" Also, we teach what we <u>are</u>, try as we may to do otherwise.

<u>Community participation</u>. A majority of the respondents (83.5%) feel that the sociology teacher should participate actively in community affairs, such as church and politics. The most frequent comment concerning this question included the following idea: "He should be a citizen as well as a teacher." Other comments included the following remarks:

> I feel no responsibility to "guide" the community <u>because</u> I am a sociologist. <u>Because</u> I have personal interests, I am involved in the community.
>
> The sociology teacher is a person and as such has the same rights, duties, etc. as other people.
>
> Sociology teachers should concern themselves with affairs other than classroom activity. "Pure" knowledge is sterile without application.
>
> A good teacher, in any field, does not separate himself from the world around him.

Sociology, of all courses, should be "relevant," and the sociologist cannot be a social isolate if he is to do justice to his students and the course he is teaching. As the respondents indicated, sociology deals with life itself -- it is all

around us. As John Donne said, "No man is an island . . . ." "To be ignorant of the past is to live as a child" refers to the study of history; likewise, to be ignorant of that which is current, sociology in the making, is also to live as a child! As one respondent expressed it, "the instructor needs to have his hand on the heartbeat of the community."

Roles. Of the respondents' answers, 31% indicate the sociology teacher should be an "analyst," 27.8% indicate he should be objective or "purely objective," 16.1% feel he should be scientific or "highly scientific," 14.8% feel he should be an "activist," and 10.3% indicate he should be a "reformer." Obviously, there is little consensus relative to the role of the sociologist in this regard, with some of the respondents making statements such as the following:

> Students turn off teachers who are dogmatic.
>
> The sociologist is interested in what is rather than what ought to be.
>
> The teacher should analyze and give this analysis to others.
>
> He should attempt to make his students aware of what is going on around them.

Perhaps Cuber expressed it best:

> The prime concern of sociology . . . is to discover what is true about human beings and their relations to one another. Sociologists with few, even if conspicuous, exceptions, are not advocates, are not reformers, are not preachers, and have no "axe to grind" other than this interest in building up the most nearly perfect body of knowledge about human beings that they can. Of course, every sociologist is a citizen too, and as a citizen he usually has preferences for one political party over another, for one religion over another, or for one philosophy over another. But this part of him is his citizen-self, not his sociologist-self.[7]

In regard to the data collected in this survey, one hypothesis has been tested: there is a significant relationship between the number of college hours a respondent has taken and the way in which he views the role of the sociology instructor. This hypothesis was rejected at the .05 level of significance. (See Table 12.)

IMPLICATIONS

1. The key factor in the teaching of any subject is the instructor; in no field does this statement have more validity than in that of sociology. Both academic and personal qualifications are of paramount importance, due to the subjective element involved.

2. Whatever else sociology is, it is definitely interesting to both instructors and students, more than 100 out of the 147 respondents stating that teaching sociology was of their own choosing and that they liked the field. However, a goodly number (40 out of 147) were "drafted" into this area, which may indicate the low regard held by some administrators for this field, and the poor "image" which is sometimes the lot of sociology on some campuses, especially those whose orientation is "technical," educational," "scientific," "agricultural," "psychological," or some other field.

3. Apparently, quite a few of the respondents are doing a superior job, while it is equally clear that many others are unsure of themselves and would appreciate assistance in some aspect of their work -- securing a good textbook, resource materials, audio-visual aids, and resource persons; an unappreciative administration or jealousy on the part of other faculty members; ill-prepared and heterogeneous students; an "overly conservative" community; difficulty in making the course challenging and relevant; testing and grading; relative effectiveness of lecture versus discussion methods; etc.

4. "Schizophrenia" is sometimes experienced by the instructor when his "sociology-self" and his "citizen-self" become confused as to the proper role to follow, for "we see things not as they are, but as we are."

5. If we assume that twenty-four semester hours should be the minimum for any instructor in any given field, then three-fourths (75.3%) of those teaching high school sociology are ill prepared. Applying the same yardstick to the junior college (although questionable), about two-fifths (38.7%) do not possess the requisite academic qualifications.

6. Some instructors have been in attendance at summer institutes or other types of in-service training; however, for most of these instructors the training was in some area other than sociology. They have failed to receive sufficient inducement to do further work in sociology. To what extent this is traceable to budgetary difficulties, administrative indifference, or some other factor, is not known.

7. Professionalism, as evidenced by membership in professional sociological organizations and the reading of professional journals related to the field, leaves a great deal to be desired. Only eight of the 77 high school teachers reporting hold membership in a professional organization; for the junior college instructors, the picture is much better (34 of 65 reporting hold such membership). Measured by such criteria, high school and junior college instructors do not present an impressive professional image.

8. In many communities, there is an obvious "town-gown" conflict, often involving a "leftish" instructor and a "rightish" community. An overly zealous or "ultra-liberal" sociology instructor, unless he respects the community folkways, mores, conventions, and traditions, may bring down the wrath of the community on his head, that of his department, and the entire school or college. Community "toes" must be respected. If handled properly, the community resources, not to speak of its personnel, can be of inestimable value to him in his instructional

program. He, as one respondent stated it, "needs to keep his finger on the pulse of the community." The sociologist, of all people, must ever be cognizant of the social and cultural milieu in which "he lives and moves and has his being." This is not to say that he must be a sociological coward, quite the contrary, it's just good common sense -- and good sociology!

9. The special problems surrounding the teaching of sociology can be many and varied, some of which are inherent in the nature of the field itself. A classic and perennial example is that of testing and grading; quantification of the far-flung results or estimates of progress is not always easily ascertained. This is not to say that the instructor's tests reflect nothing more than a public opinion poll. Evaluation of progress made by the students -- as well as that of the instructor -- is one of the most difficult problems with which to deal.

10. The subjective-objective dichotomy role in which the sociologist often finds himself is a difficult one. His being an "analyst" or "diagnostician," which is usually considered his major role, frequently necessitates his wearing of the proper "hat" at the proper time.

11. With an "open door policy" in many junior colleges, and most high schools, the sociology instructor often has difficulty in meeting the individual needs of his heterogeneous group -- as evidenced by differences in academic attainment, race, sex, native intelligence, motivation, and goals. Striking a happy medium between the theoretical and the practical may test his ingenuity, imagination, and resourcefulness beyond his capacity to endure.

12. The good sociology instructor, as well as the good instructor in any field, has as his ideal a super-saturation with his subject to the extent that his "cup runneth over," as it were, and he teaches from the overflow! Such a level of attainment is not reached over night.

13. This survey, like all worthwhile research, has uncovered more questions than it has answered, some by implication. Only a few hints have been given as to some of the many possible areas for further investigation, some of which can be found suggested in the questionnaire itself. Any one of these areas is worthy of individual pursuit. The would-be investigator can mount his "white charger" (or computer) and ride off in any one of many frontiers in pursuit of the answer to the question "What is truth?"

14. This study, similar to all such investigations, no doubt has "gaps" in it, unexplored territory, as it were -- of superior instructors and the techniques used by them -- which will never find expression in anyone's computer or footnote! In an effort to "tell it like it is," the investigator rarely has the satisfaction of knowing for certain, when he has "the truth, the whole truth, and nothing but the truth." It may lie just beyond the horizon!

CONCLUSION

"Introductory courses are notoriously difficult to teach well, and introductory sociology is no exception."[8] Since general, or introductory, courses are the most common sociology courses taught at the high school and junior college levels, there is cause for concern about how the subject is taught and, therefore, reason for concern about the qualifications of the teachers and instructors. Sociology is made more difficult to teach because it deals with such complex and intangible problems and material; there are no easy answers. In this regard, it has been said that "What this world really needs is a computer that can figure out all the things in life that don't add up." In essence, this is one of the major tasks of the sociologist.

FOOTNOTES

1. The "Sacred Six," all presidents of the American Sociological Association, were: Charles H. Cooley, Franklin H. Giddings, E. A. Ross, William Graham Sumner, Albion W. Small, and Lester F. Ward.

2. Statement from notes taken in a class of the late Dr. Howard W. Odum at the University of North Carolina.

3. John W. Dykstra, "The High School Sociology Course," Social Education, 31 (October 1967) pp. 224-232.

Edmund J. Gleazer, Jr., "Preparation of Junior College Teachers," Educational Record, 48 (Spring 1967) pp. 147-152.

Stanley E. Grupp, "The Status of Teaching Sociology in High Schools," Sociology and Social Research, 45 (April 1961) pp. 327-331.

William M. Hering, Jr., "Sociology and the High School: What and Why?" The Indiana Social Studies Quarterly, 20 (Winter 1967-68) pp. 4-12.

Paul E. Kelly, "Sociology in the Secondary-School Curriculum: Problems and Prospects," The High School Journal, 53 (March 1969) pp. 281-289.

James H. Schall, "Sociology in the High School Curriculum," Social Education, 29 (May 1965) pp. 296-298.

Ellwyn R. Stoddard, "A Loophole in the Sociologist's Claim to Professionalism: The Junior College Sociology Instructor," The American Sociologist, 3 (May 1968) pp. 132-135.

Thomas J. Switzer and Everett K. Wilson, "Nobody Knows the Trouble I've Seen: Launching a High School Sociology Course," Phi Delta Kappan, 50 (February 1969) pp. 346-350.

M. B. Wade, W. L. York, and W. J. Reynolds, "The Status of Sociology in the Junior Colleges of Texas," Proceedings of the Southwestern Sociological Association, 19 (1969) pp. 22-26.

4. The names and addresses of these 752 schools were secured from a booklet by the American Association of Collegiate Registrars and Admissions Officers which was entitled "Report of Credit Given by Educational Institutions" (1968), as well as by writing the state department of education in each state in the South. Replies from several of the states indicated that a list of all the teachers of sociology in their state was unavailable. Other states sent only a partial list of such teachers.

5. The total number of replies used from each state is as follows: Alabama - 8, Arkansas - 6, Florida - 9, Georgia - 7, Kentucky - 23, Louisiana - 11, Maryland - 3, Mississippi - 6, North Carolina - 5, Oklahoma - 4, South Carolina - 9, Tennessee - 16, Texas - 21, and Virginia - 19.

6. Gleazer, op. cit., p. 149.

7. John F. Cuber, Sociology: A Synopsis of Principles, 5th edition (New York: Appleton-Century-Crofts, 1963), pp. 6-7.

8. Gerhard Lenski, Human Societies (New York: McGraw-Hill Book Company, 1970), p. vii.

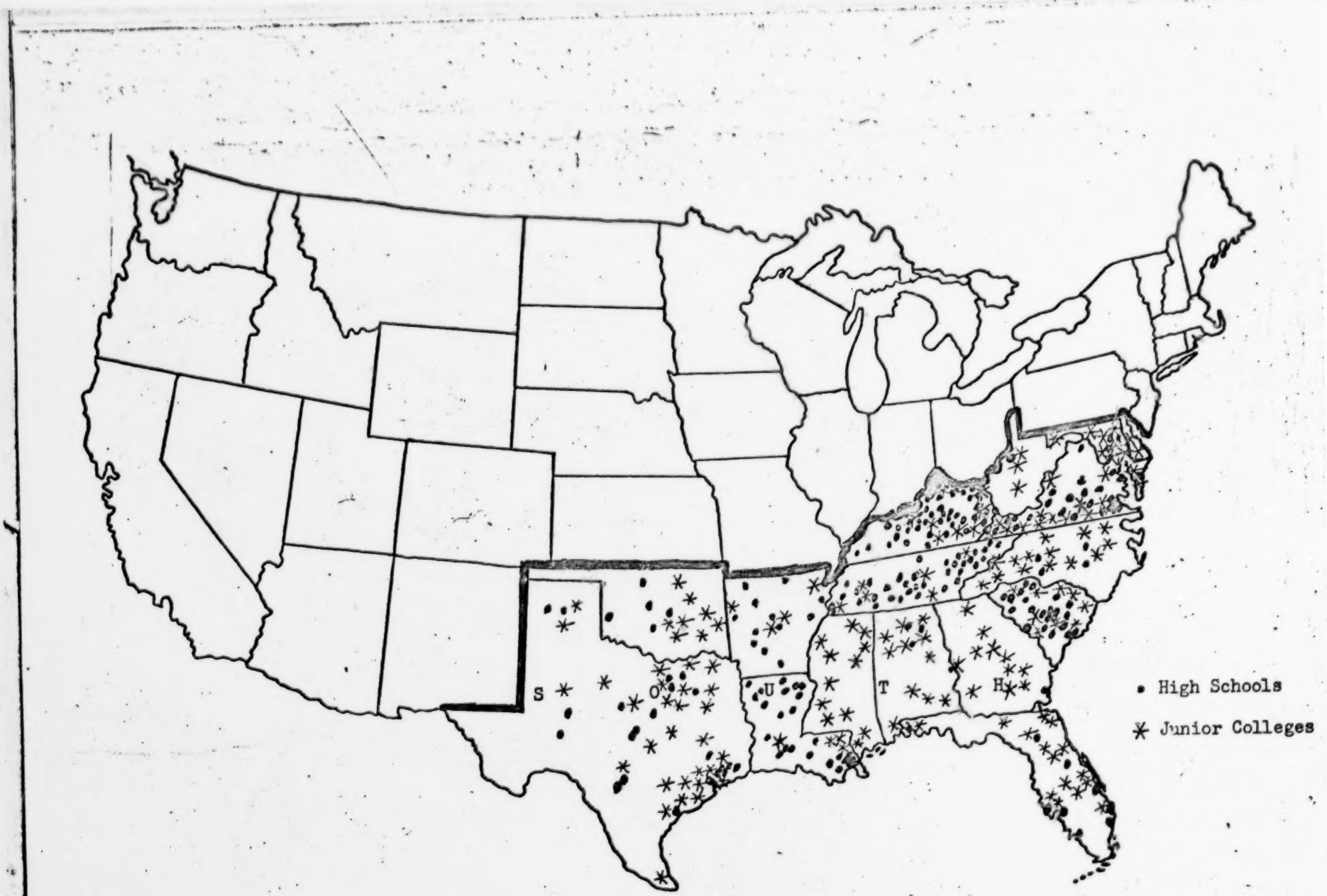

Figure 1. High Schools and Junior Colleges to which Questionnaires were Sent

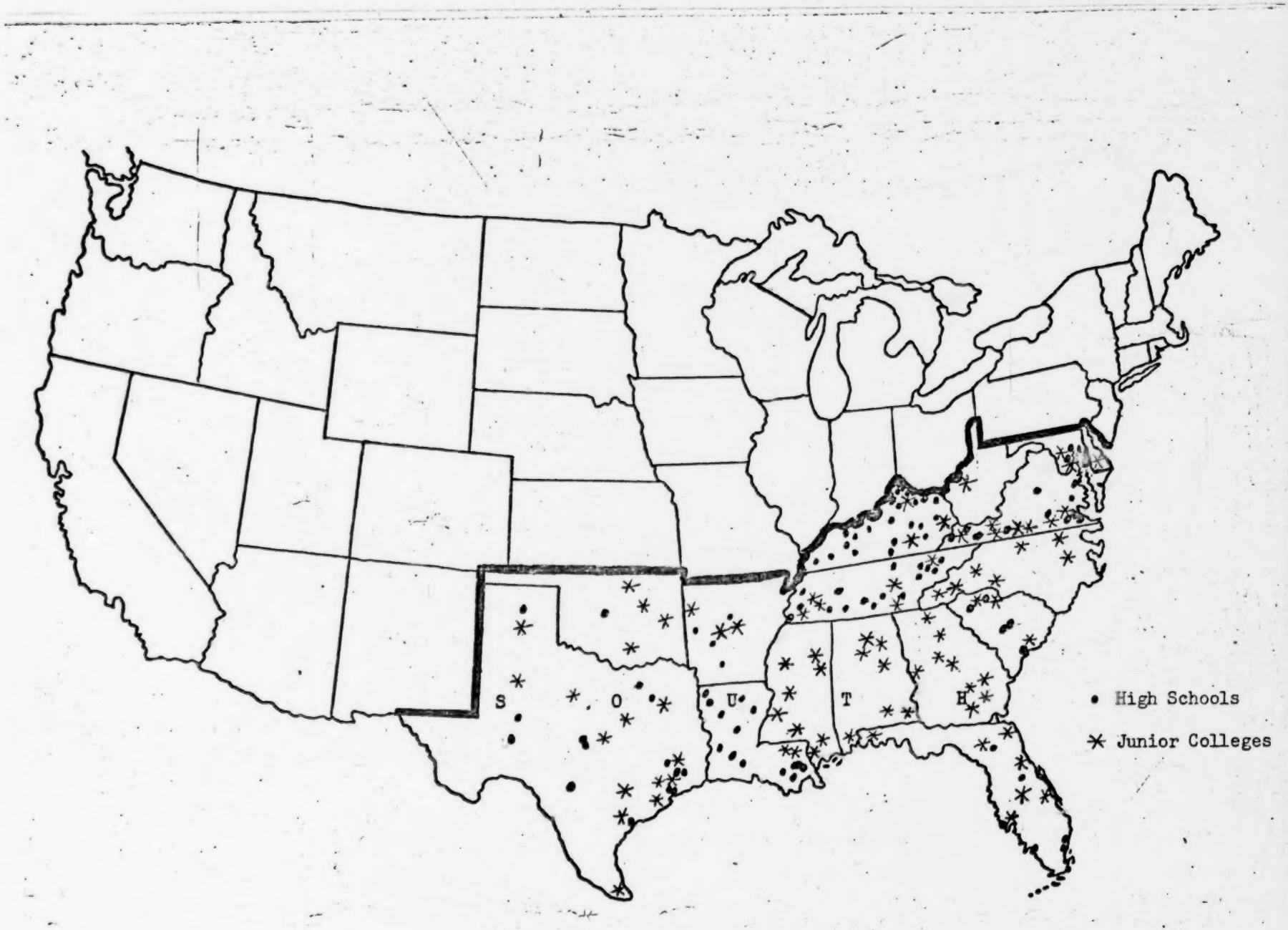

Figure 2. Location of Respondents

Table 1. Personal Information on High School and Junior College Sociology Instructors

Instructors**	Sex		Age					Marital status*			Race*			Religious affiliation*				
	M	F	20-29	30-39	40-49	50-59	60+	S	M	O	W	B	O	N	J	C	U	P
Hi. Sch.	40	39	28	23	13	10	5	21	47	11	68	9	1	4	0	8	1	61
Jr. Col.	47	20	22	24	10	6	5	12	49	6	52	6	5	10	1	5	3	43
Total	87	59	50	47	23	16	10	33	96	17	120	15	6	14	1	13	4	104

**Note: Totals may not equal 147 because not every respondent answered every question.
*Note: S=Single, M=Married, O=Other; W=White, B=Black, O=Other; N=None or atheist or agnostic, J=Jewish, C=Catholic, U=Unitarian, P=Other Protestant.

Table 2. College Background of High School and Junior College Instructors of Sociology

Instructors*	Year of bachelor's degree						Last education			All in South		Attended junior college		Hold B.D., Th.M., etc. degree	
	Before 1946	'46-1950	'51-1955	'56-1960	'61-1965	'66-1970	Before 1961	'61-1965	'66-1970	Yes	No	Yes	No	Yes	No
Hi. Sch.	11	8	8	12	15	23	15	14	43	65	14	9	70	3	76
Jr. Col.	10	5	11	13	12	15	10	14	40	43	23	13	53	11	55
Total	21	13	19	25	27	38	25	28	83	108	37	22	123	14	131

*Note: Totals may not equal 147 because not every respondent answered every question.

Table 3. College Degrees Obtained

Instructors	Highest debree obtained*					Majors and minors**					
	Bachelor's	Bachelor's+	Master's	Master's+	Specialist or higher	Sociology	Soc. studies or soc. sc.	History	Ed.	Psych. or Guid.	Other
Hi. Sch.	25	28	13	11	1	26	26	36	25	11	69
Jr. Col.	2	5	33	22	5	66	11	26	18	29	63
Total	27	33	46	33	6	92	37	62	43	40	132

*Note: Totals may not equal 147 because not every respondent answered every question.
**Note: Totals will not equal 147 because many respondents indicated more than one major and/or minor and because some failed to answer the question.

Table 4. Educational and Professional Background in Sociology

Instructors*	Sociology in high school		Total semester hours of sociology						Member of 1 or more sociology organizations		Read 1 or more sociology journals	
	Some	None	None	1-12	13-18	19-24	25-40	40+	Yes	No	Yes	No
Hi. Sch.	15	64	7	29	17	5	16	3	8	69	12	65
Jr. Col.	6	58	2	8	8	6	13	25	34	31	39	26
Total	23	122	9	37	25	11	29	28	42	100	51	91

*Note: Totals may not equal 147 because not every respondent answered every question.

Table 5. Teaching Experience of Those Currently Teaching Sociology

Instructors*	Years of teaching: Total teaching experience					Sociology experience				Sociology vs. total teaching experience	
	under 5	5-10	11-20	21-30	over 30	under 5	5-10	11-20	21-30	Same	Less
Hi. Sch.	28	17	18	12	4	62	8	2	1	18	55
Jr. Col.	35	11	15	6	0	51	7	4	2	22	42
Total	63	28	33	18	4	113	15	6	3	40	97

*Note: Totals may not equal 147 becuase not every respondent answered every question.

Table 6. Type of School and Sociology Enrollment

Instruc-	Type of school			Total school enrollment					Per cent taking soc.				Size of class			
	Public	Private	Church	1-100	101-600	601-1200	1201-2500	over 2500	under 5%	5%-10%	11%-25%	over 25%	1-24	25-36	37-50	50+
Hi. Sch.	75	1	3	2	22	22	22	3	32	27	10	0	20	58	0	0
Jr. Col.	46	4	17	1	13	15	15	10	8	25	12	7	10	35	17	3
Total	121	5	20	3	35	37	37	13	40	52	22	7	30	93	17	3

*Note: Totals may not equal 147 because not every respondent answered every question.

Table 7. Current Teaching Position

Instructors*	Current salary range				Teaching load**			Sponsor other activities		Engaged in research		Urged to do further work in college	
	under $4000	$4000-$7999	$8000-$11999	over $12000	Light	Average	Heavy	Yes	No	Yes	No	Yes	No
Hi. Sch.	5	52	20	2	19	35	21	56	23	3	69	13	58
Jr. Col.	5	22	35	9	27	17	18	28	39	13	54	28	38
Total	10	74	55	11	46	52	39	84	62	16	123	41	96

*Note: Totals may not equal 147 because not every respondent answered every question.
**Note: Average = approximately 111 - 140 students and 5 class sections; Light = fewer students and/or classes; Heavy = more students and/or classes

Table 8. Attitudes Toward Current Teaching Position

Instructors*	Why are you teaching sociology?**			How do you feel about your current teaching and/or work load?			What kind of teaching job do you think you are doing?		
	PD	V	D	Overworked or very overworked	Satisfied	Underworked	Superior or very superior	Mediocre, average, or good	Poor or very poor
Hi. Sch.	36	13	29	30	48	0	35	41	2
Jr. Col.	42	10	11	23	42	1	42	22	1
Total	78	23	40	53	90	1	77	63	3

*Note: Totals may not equal 147 because not every respondent answered every question.
**Note: PD = Personal Desire; V = Volunteered; D = "Drafted"

Table 9. General Reaction to Sociology Offerings**

Instructors*	Reaction of administration				Reaction of faculty members				Reaction of students taking soc.				R. of students not taking soc.				Reaction of community			
	f	n	uf	?	f	n	uf	?	f	n	uf	?	f	n	uf	?	f	n	uf	?
Hi. Sch.	64	10	1	0	59	15	2	0	70	3	3	0	47	17	2	6	37	28	1	5
Jr. Col.	48	10	2	5	46	13	1	5	57	5	0	3	29	18	1	15	22	21	2	15
Total	112	20	3	5	105	28	3	5	127	8	3	3	76	35	3	21	59	49	3	20

**Note: f = very favorable or favorable; n = neutral; uf = unfavorable or very unfavorable; ? = unknown
*Note: Totals may not equal 147 because not every respondent answered every question.

Table 10. Special Problems in Teaching Sociology

Instructors*	Textbooks and/or teaching materials	Student attitudes, maturity background	Inadequate background of teacher	Scheduling	Conflict with adm. or faculty	Testing and/or grading	Conflict with community	Other
Hi. Sch.	31	16	11	12	6	3	5	2
Jr. Col.	16	19	9	4	6	5	1	2
Total	47	35	20	16	12	8	6	4

*Note: Totals will not equal 147 because some respondents indicated problems in more than one area and some respondents indicated no special problems in teaching sociology.

Table 11. Opinions Concerning the Role of the Sociology Teacher

Instructors*	Should the sociology teacher — Possess special qualifications?			Participate actively in community affairs?			The sociology teacher should be a(n) — Activist	Reformer	Analyst	Highly scientific or scientific	Purely objective or objective
	Yes	No	?	Yes	No	?					
Hi. Sch.	62	7	1	70	3	2	19	11	31	16	31
Jr. Col.	43	6	3	46	5	13	14	12	38	20	31
Total	105	13	4	116	8	15	33	23	69	36	62

*Note: Totals may not equal 147 because some respondents indicated the sociology teacher should take more than one role and some respondents failed to answer some queries.

Table 12. Comparison of the attitudes of sociology instructors toward the roles of the sociology teacher and the number of semester hours in sociology which these high school and junior college instructors have had*

Total hours of sociology	The sociologist should be a(n) — Activist No.	Activist Pct.	Reformer No.	Reformer Pct.	Analyst No.	Analyst Pct.	Scientific No.	Scientific Pct.	Objective No.	Objective Pct.
None	2	1.5%	2	1.5%	5	3.8%	0	—	1	0.7%
1-12	8	6.0%	5	3.8%	15	11.3%	5	3.8%	14	10.5%
13-18	4	3.0%	3	2.3%	10	7.5%	5	3.8%	10	7.5%
19-24	6	4.5%	4	3.0%	9	6.8%	4	3.0%	5	3.8%
25-40	6	4.5%	4	3.0%	8	6.0%	7	5.3%	12	9.0%
over 40	5	3.8%	4	3.0%	16	12.0%	11	8.3%	13	10.0%
	$x^2 = 8.79$ DF = 5 P < .05		$x^2 = 4.87$ DF = 5 P < .05		$x^2 = 8.93$ DF = 5 P < .05		$x^2 = 9.44$ DF = 5 P < .05		$x^2 = 3.82$ DF = 5 P < .05	

*Note: Not every respondent indicated an answer for each question.

QUESTIONNAIRE
on
Instructors of Sociology

I. Personal information:

1. Sex: Male ___ Female ___

2. Age: 20-29 ___ 30-39 ___ 40-49 ___ 50-59 ___ 60+ ___

3. Marital status: Single ___ Married ___ Separated ___ Divorced ___ Widowed ___ Other ___

4. Race, nationality or ethnic background: _____

5. Religious preference: _____

Religious affiliation: _____

6. Educational background:

	Name	Location	Year Graduated	Degree	Major	Minor
(1) High school:						
(2) Colleges and Universities: (include any summer institutes, etc.)						

7. Sociology courses you have taken:

Title	Level	Title	Level

8. Professional background and contributions:

(1) How much sociology did you have in high school? _____

(2) Number of college hours in sociology: Undergraduate hours ____ Graduate ____

(3) Area(s) of specialization: 1 _____ 2 _____ 3 _____

(Over)

(4) Thesis title (if any): _____

(5) Dissertation title (if any): _____

(6) Publications (specify, if any): _____

_____

(7) Name of professional organizations of which you are a member: _____

_____

(8) Name of professional journals and/or periodicals which you read: _____

_____

_____

9. Indicate total number of years of teaching experience at each level:

Elementary: ____ Junior high: ____ Senior high: ____ Junior college: ____

Senior college: ____ Graduate school: ____ Other (specify): _____

10. Total sociology teaching experience:

Names of different sociology courses you have taught	Level of school (Sr. Hi., Jr. Hi., Jr. Col., etc.)	Level of course (Sr., Jr., etc.)	Yrs. taught

What other teaching experience have you had? _____

_____

11. Other work and/or community activities related to sociology:

Description of experience	Length of experience

II. Current teaching position:

1. Your title: _____ 2. Name of school: _____

3. Location of school (city and state): _____

4. Level of school:
High school _____
Junior college _____
Other (specify)

5. Type of institution: Public _____
Private _____
Church related _____
Other (specify) _____

6. 1969-70 school enrollment: _____ Males: _____ Females: _____
Per cent white: _____ Per cent non-white: _____

7. Number enrolled in sociology courses: _____ Males: _____ Females: _____
Per cent white: _____ Per cent non-white: _____

8. Average size of class: _____

9. How many years have you taught at your present school? _____

10. How many years have you taught sociology at this school? _____

11. Current salary range: (9 months)

Under 4,000	_____	$8,000-$9,999	_____	$14,000-$15,000	_____
$4,000-$5,999	_____	$10,000-$11,999	_____	$16,000-$17,999	_____
$6,000-$7,999	_____	$12,000-$13,999	_____	$18,000 or more	_____

12. Teaching and/or work load:

(1) How many different students do you teach each week? _____

(2) How many different sociology students do you teach each week? _____

(3) How many different classes (groups of students) do you teach each week? _____

(4) How many different sociology classes do you teach each week? _____

(5) Sociology courses you are now teaching:

Name of course	Textbook, author, publisher	Level of Course	No. of students taking
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(6) Do you sponsor any extracurricular activities? (Specify, if any): _____

(7) Are you involved in any sociological research? (Specify, if any): _____

(8) How do you feel about your current teaching and/or work load?

Very overworked ___ Overworked ___ Satisfied ___ Underworked ___ Very Underworked ___

13. Why are you teaching sociology?

Personal desire ___ Volunteered ___ "Drafted" ___ Other _____

14. What kind of teaching job do you think you are doing?

Very superior ___ Superior ___ Mediocre ___ Poor ___ Very poor ___

15. What is the general reaction to your sociology offerings? (very favorable-vf, favorable-f, neutral-n, unfavorable-uf, very unfavorable-vuf.)

Administration: vf ___ f ___ n ___ uf ___ vuf ___

Other faculty members: vf ___ f ___ n ___ uf ___ vuf ___

Students taking the courses: vf ___ f ___ n ___ uf ___ vuf ___ (Over)

Students not taking the courses: vf ___ f ___ n ___ uf ___ vuf ___

Community: vf ___ f ___ n ___ uf ___ vuf ___

16. What special problems (if any) have you had in connection with any sociology course(s)? (e. g., selecting text, testing, attitude of students, administration, other faculty members, community, etc.) Please explain:

(1) If any special problems, what do you think were the causes? _____

_____

(2) How do you think these problems could be avoided? _____

_____

17. What encouragement have you received (of a financial nature) to do further work or to secure a higher degree in the field of sociology (e. g., from the administration)? _____

18. Do you feel that the teacher of sociology should possess special qualifications (of an academic and/or personal nature) not usually looked for in the more traditional and "objective" courses, such as, mathematics, the sciences, etc.?

If so, please briefly explain: _____

_____

19. Do you feel that a sociology teacher should participate actively in community affairs---church, politics, etc.? Yes___ No___ Please explain briefly. _____

_____

20. Should the sociology teacher be a(n):

Activist?___ Reformer?___ Analyst?___ Highly scientific?___

Purely objective?___ Other (Specify)_____

Please explain briefly your answer(s).

III. In the space below, please give any other information and/or comments which you think might be pertinent to this study.

If you desire a summary of the principal findings of this study, please check. _____

Thank you very much for your cooperation!

Reported by: *Name_____ Position_____ Address_____

*No identification will be used without specific permission. _____